

Policy: Teaching, Learning and Curriculum Policy
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Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Teaching, Learning and Curriculum Policy

SCHOOL VISION

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

Our vision is to be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to safeguard all children

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Ecclesiastes 3:12*

Introduction

The Curriculum is all the planned activities and objectives we organise to promote learning and personal growth and development. It includes the statutory requirements of the National Curriculum (2014), as well as the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

The values that underpin this vision can be set out under the following headings.

Develop an Understanding of Self

Each child should

- Develop an appreciation and awareness of self
- Become independent learners and thinkers
- Achieve their fullest potential regardless of their ability and gender
- Have high personal expectations of work and behaviour
- Have a positive attitude towards their own learning
- Show a healthy attitude to living an active life through sport and other recreational activities

Develop an Understanding of Relationships

Each child should

- Care for others and oneself
- Show mutual respect and tolerance for spiritual and cultural diversity
- Understand the importance of learning together, and working together as a team
- Show mutual respect for diversity in families

Develop an Understanding of the Environment

Each child should

- Take an active role in caring for the learning environment of the school
- Be safe and cared for in a stimulating learning environment
- Appreciate and respect the environment of the school and the resources
- Take appropriate risks

Develop an Understanding of Society

Each child should endeavour to become

- Accepting of others' differences and celebrate them
- Good citizens and contribute to society
- Effective and constructive members of the community
- Able to appreciate and celebrate their own and others success
- Valuable members of the school and local community
- Advocates of British Values that are reflected in our termly school values

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Objectives of the Curriculum

Teachers will operate according to the [DFE teaching standards](#).

A Holy Trinity, we are determined that our curriculum is inclusive and diverse. We exploit opportunities in the curriculum to plan the content, stimulus and resources we use to reflect a diverse community. We celebrate differences and expose our pupils to a range of cultures.

We recognise that all children are different and learn in different ways. Learning is best supported when teachers know their cohort and:

- Provide a stimulating environment which enriches learning
- Encourage an active approach to learning in a range of appropriate groupings
- Establish positive relationships based on mutual respect and understanding
- Have good knowledge and understanding of the subjects
- Plan learning experiences/activities that build upon pupils' backgrounds, interests and attainments
- Share learning objectives and essential knowledge with pupils via Knowledge Organisers
- Observe pupils, listen to them and analyse progression in their learning
- Interact with pupils in order to take their learning forward
- Recognise and praise achievement and use this as the basis for future planning
- Encourage and facilitate ownership of pupils own learning
- Make lessons fun and enjoyable
- Use a variety of teaching styles and multi-sensory methods suitable to their learning styles
- Are flexible in their approach
- Have an awareness that children have different learning styles
- Are given an opportunity to improve their own professional development
- Are prepared to take a risk and be innovative
- Promote good citizenship
- Have high expectations of every child in their care
- Use ICT in teaching methods to communicate and share knowledge, skills and understanding

And we believe that children learn best when they:

- Are challenged appropriately with consideration to pace, support and extension
- Feel safe and secure in a caring and supportive environment where getting things wrong is acceptable
- Are stimulated and are given opportunities to succeed
- Have high expectations of themselves
- Feel that what they are being taught is relevant to their later life and learning
- Are exposed to a variety of teaching and learning styles
- Are given opportunities to develop confidence and self esteem
- Are given the appropriate inclusive curriculum for all abilities
- Build on previous learning through cross curricular opportunities
- Are exposed to a variety of stimulating resources
- Are taught by a variety of specialists as appropriate
- Have parents and other members of the community who support them in their learning
- Have access to a variety of learning mediums
- Consider, respect and value others

Organisation and Planning

- The teachers use the long-term plans for Holy Trinity Curriculum.

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These plans (by subject and by year group) give clear guidance on the Essential Knowledge that we expect the pupils to know at the end of each term within each year group. Foundation subjects are based on Essential Knowledge and skills development. Knowledge Organisers provide a teaching and learning tool for each subject. These plans and knowledge organisers are located on the [Curriculum Page](#) of our website.

- Our short term plans are those that our teachers write on a weekly and/or daily basis. We use these to set out the learning objectives for each session, and to identify key vocabulary, resources and activities we are going to use in the lesson. These are used as reflective learning journals to highlight pupils understanding and plan their next steps.
- In the Foundation Stage, children 'learn through play' through discreet teaching and also specific learning. At Key Stage 1 and Key Stage 2 we adopt a discrete subject approach to curriculum planning and include all subjects throughout the year. We plan the curriculum carefully, so there is coherence, progression of knowledge and skills and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas to move children's learning forward.
- We aim to plan exciting and stimulating topics and include visitors, off site activities and school trips to a variety of different places to enhance the curriculum. We organise themed weeks and special events to bring the curriculum alive and make it relevant to learning ensuring diversity is key. Parents are invited in to school regularly to see learning in action through class visits and assemblies.

Children with Special Needs

- The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We differentiate the curriculum carefully and we adapt it to meet the needs of individual children when appropriate.
- If a child has a particular need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher and the SENDCo make an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe and if necessary, we use the support provided by Teaching Assistants, and we involve the appropriate external agencies.
- The school provides a provision map for those pupils who require school support or low level intervention. An Individual Educational Plan (IEP) for each child who has been identified as having an EHCP or has specific special needs and requires immediate support. This sets out the nature of the pupil's need, and outlines how the school will aim to address the need. It also sets out targets for improvement and special provision beyond the school if required, so that we can review and monitor each child at regular intervals. Please refer to our SEND Information Report for full provision on SEND.

The Foundation Stage

- The Early Years Foundation Stage (EYFS) curriculum meets the requirements set out in the EYFS Statutory Framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences across all areas.
- Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the EYFS classes build on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area and with parents. This includes a twice- weekly Forest School session.

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- During the children's first term in EYFS, the adults observe and record the skills and knowledge of each child on entry to generate a profile and a baseline for learning. This baseline assessment forms an important part of the future curriculum planning and activities for each child. Children's progress is assessed termly and at the end of the year against the Early Years Foundation Stage Profile Statements.
- We are well aware that all children need the support of parents and teachers to make at least good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Key Stage 1 and Key Stage 2

Holy Trinity CE Primary School class the following skills as 'Key Skills'

1. Reading and Communication
2. Application of number
3. Computing skills
4. Working with others
5. Reflective thinking to improve our own learning and performance
6. Problem-solving, reasoning and thinking

In our curriculum planning we help children develop the above skills, so they become independent learners, are self-regulators and take ownership of their learning. All subject areas covered include; Mathematics, English, Science, Computing, History, Geography, PSHE, RHSE, Physical Education, Design and Technology, Art and Design, Music, Spanish (KS2), Religious Education. It is by teaching the key skills through the subject areas that enables pupils to engage in a broad and balanced curriculum, learn effectively and reach their full potential.

Schemes of Work and Support Tools

The school has adopted the following schemes to support learning and teaching;

- The Write Stuff (English)
- Essential Letters and Sounds (Phonics)
- White Rose Maths
- Step Maths
- Discovery RE
- Understanding Christianity
- Get Set 4 PE
- Purple Mash Computing
- Kapow scheme of work (History, Music, Geography, Science, Art and DT)
- SCARF PSHE/RHSE scheme of work

There are a number of computer programmes that support our curriculum. They can be used to support learning in school and as homework.

- Mathletics
- Times Tables Rock Stars
- Purple Mash
- Spelling Shed

The Role of the Subject Leaders

All subjects are assigned a qualified teacher to lead it. Their role is to move the curriculum forward through the SDP priorities.

It is the role of each leader to keep up to date with developments in their subjects of responsibility (we subscribe to subject associations to support this), at both national and local level. They review the way the

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subject is taught in the school and plan for improvement. The development planning links to whole-school SDP objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that teaching follows planned schemes of work.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject through the SDP
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area using school data and monitoring
- Provide efficient resource management for the subject
- Report and share progress and next steps with the Heads Team and staff

See Appendix 1 – Subject Leader Audit

Monitoring and Review

- The school's Governing Board (Standards, Achievement & Curriculum Committee) is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the School Development Plan priorities (SDP) and the monitoring and review timetable.
- The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher, Assistant Headteachers and Team Leaders monitor the planning, teaching and learning ensuring that all classes are taught the full age related expectations and requirements of the National Curriculum.
- Subject Leaders, monitor the way their subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

Home/School Partnership

- Curriculum objectives are made available to parents on the school website and shared during the 'meet the teacher session' before the start of each academic year.
- Teachers set home learning activities each week for all pupils. Parents are expected to support their child with their work. Parents are encouraged to value all home learning tasks by supporting, encouraging and praising their child and the work they achieve.

Equal Opportunities

- All pupils will have access to the full curriculum irrespective of age, gender, race, disability, sexual orientation, religion or belief.
- Individual differences in opinions and ideas shared will be respected and taken into consideration.

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

SUBJECT LEAD AUDIT

Start of the Academic Year

Activity	Deadline/Date	Completed/Notes
Review the previous year's HUGG/SDP.		
Review the previous year's final assessment results and analyse gaps in pupil attainment.		
Identify initial areas for development based on data and previous monitoring; then create HUGG.		
Share the action plan with Heads Team and staff – share targets for the year.		
Identify areas for staff CPD based upon previous monitoring and evaluation.		
Arrange suitable CPD and staff development opportunities through INSET and TDM times for the academic year.		
Plan out and set dates for all monitoring and evaluation opportunities throughout the year.		

Autumn Term

Activity	Deadline/Date	Completed/Notes
Update subject leader folder for the new academic year.		
Identify personal CPD opportunities for the coming year and book to attend.		
Collect and review long and medium-term plans for the new academic year.		
Ensure all staff have access to progression maps for the subject.		
Carry out a resource audit.		
Order any new resources required for the year.		
Conduct first round of monitoring and evaluation, e.g. learning walk, pupil interview or book look.		
Share monitoring and evaluation findings with staff, including areas of strength and areas for development.		
Lead relevant CPD sessions during TDMs or INSET.		
Evaluate the impact of any CPD.		
Collect assessments and carry out a gap analysis to identify priority areas for next term.		
Use evidence from this term to self-evaluate the quality of education in the subject area.		
Review and update HUGG.		

Spring Term

Activity	Deadline/Date	Completed/Notes
Conduct an interim round of monitoring and evaluation, e.g. learning walk, pupil interview or book look.		
Share monitoring and evaluation findings with staff, including areas of strength and areas for development.		
Lead relevant CPD sessions during TDMs or INSET if subject on SDP.		

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Collect assessments and carry out a gap analysis to identify priority areas for next term.		
Use evidence from this term to self-evaluate the quality of education in the subject area.		
Review and update HUGG.		

Summer Term		
Activity	Deadline/Date	Completed/Notes
Conduct final round of monitoring and evaluation, e.g. learning walk, pupil interview or book look.		
Share monitoring and evaluation findings with staff, including areas of strength and areas for development.		
Lead relevant CPD sessions during TDMs or INSET.		
Collect assessments and carry out a gap analysis to identify priority areas for next academic year.		
Use evidence from this term to self-evaluate the quality of education in the subject area.		
Begin preparing for new academic year: - Collect and analyse assessment data. - Review previous monitoring and evaluation findings. - Evaluate staff CPD. - Complete a review of HUGG. - Audit resources.		

Other Ongoing Tasks		
Activity	Deadline/Date	Completed/Notes
Offer regular subject-relevant input during staff meetings.		
Ensure there are subject displays around the school.		
Identify special days and events for pupils to participate in.		
Offer extra-curricular activities and opportunities for pupils.		
Arrange opportunities for parents to be involved in their children's learning in the subject, e.g. open mornings, assemblies, presentations and newsletters.		
Identify opportunities to engage with the local community through the subject area.		
Update the subject page on the school website.		
Support with reports to the Governing Board and attend relevant governor meetings.		
Network with other subject leaders in the cluster/LA to share ideas and good practice.		
Use subject association membership to ensure up to date subject info is shared with colleagues.		